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Variation in the Effects of Different Types of Racial Incidents on Satisfaction with Military Service

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Summer 2000

20010510 086

REPORT DOCUMENTATION PAGE		Form Approved OMB No. 0704-0188

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1. REPORT DATE (DD-MM-YYYY) 09-04-01	2. REPORT TYPE Research	3. DATES COVERED (From - To) May - August 2000

4. TITLE AND SUBTITLE	5a. CONTRACT NUMBER N00014-97-1055
Variation in the Effects of Different Types of Racial Incidents on Satisfaction with Military Service	5b. GRANT NUMBER N/A
	5c. PROGRAM ELEMENT NUMBER N/A

6. AUTHOR(S)	5d. PROJECT NUMBER N/A
James B. Stewart	5e. TASK NUMBER N/A
	5f. WORK UNIT NUMBER N/A

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)	8. PERFORMING ORGANIZATION REPORT NUMBER
Directorate of Research Defense Equal Opportunity Management Institute 740 O'Malley Road MS 9121 Patrick Air Force Base, FL 32925-3399	RSP 00-4

9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)	10. SPONSOR/MONITOR'S ACRONYM(S) ONR
Office of Naval Research 800 N. Quincy Street Arlington, VA 22032	11. SPONSOR/MONITOR'S REPORT NUMBER(S) N/A

12. DISTRIBUTION/AVAILABILITY STATEMENT

Approved for public release; distribution unlimited.

13. SUPPLEMENTARY NOTES

14. ABSTRACT
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15. SUBJECT TERMS

Armed Forces Equal Opportunity Survey, Racial Incidents, Satisfaction with Military Service, Equal Opportunity.

16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON J. C. Scarpate
a. REPORT	b. ABSTRACT	c. THIS PAGE	UU	29	
U	U	U			19b. TELEPHONE NUMBER (Include area code) (321) 494-2676

Standard Form 298 (Rev. 8/98)
Prescribed by ANSI Std. Z39.18

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Abstract

This study examines the effect of different types of racial incidents on reported levels of satisfaction with military service, using data from the *Armed Forces Equal Opportunity Survey*, released in November 1999. Incidents perceived to affect promotion opportunities and/or obtaining career enhancing assignments have the greatest effect. Offensive encounters involving Department of Defense personnel and incidents involving family members also have significant adverse effects. The potentially negative effects are moderated significantly if individuals are satisfied with the investigative procedures. Unease with dealing with members of other groups and pressure to socialize with members of one's own racial/ethnic group adversely affect the equal opportunity climate in ways difficult to ameliorate through training activities. Efforts to diversify workplace demographics have modest positive effects. Confidence in a supervisor's fairness and commitment to creating a positive EO climate has a significant positive influence on satisfaction. In contrast to the summary information contained in the survey, racial/ethnic minorities generally express greater levels of satisfaction than Whites.

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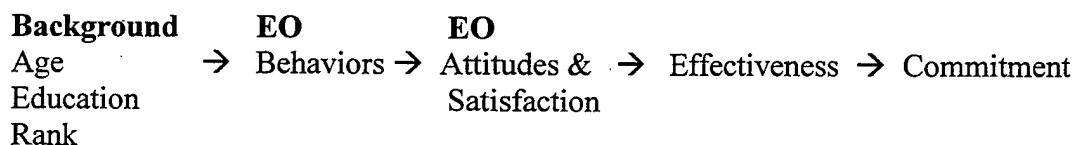Pennsylvania State University

Introduction

This analysis examines the extent to which different types of racial incidents vary in their intensity of impact on reported levels of satisfaction with various aspects of military service. Data from the *Armed Forces Equal Opportunity Survey*, released in November 1999, is examined using a model developed by Stewart (2000). The present investigation extends the previous research by examining individually the effect of three different types of incidents: (1) Incidents involving only Department of Defense (DoD) military or civilian personnel experienced by the service member; (2) Incidents involving civilian personnel experienced by the service member; and (3) Family incidents involving either DoD or civilian personnel. Stewart (2000) did not examine the extent to which the effects on satisfaction with military life varied across different types of incidents.

Background information and the analytical model used in this investigation are included in the next section, followed by the presentation of results and the discussion of the implications of the study's findings.

Background and Analytical Framework

Research examining workplace dynamics in the Armed Forces has been reviewed by Stewart (2000). In general, the models used employ the paradigm found in most studies of civilian organizations. This paradigm ignores the influences of personal life on job performance. A basic model of the effect of Equal Opportunity (EO) climate on organizational outcomes, developed by Landis, Dansby, and Faley (1994), influenced by this paradigm is represented below in Figure 1.

Figure 1

Background	**EO**	**EO**			
Age	$\rightarrow$ Behaviors $\rightarrow$	Attitudes &	$\rightarrow$ Effectiveness	$\rightarrow$	Commitment
Education		Satisfaction			
Rank					

More comprehensive models attempt to incorporate diversity management processes as a mediator affecting EO attitudes and satisfaction. One such model, developed by Landis and Fischer (Dansby & Landis, 1991), is depicted in Figure 2 below. It is important to note that the diversity management mechanism incorporated in Figure 2 consists primarily of the response of commanders/supervisors to adverse EO behaviors or racial incidents.

FIGURE 2

LANDIS-FISHER MODEL OF
EO CLIMATE

* Aspects Included in MEOCs
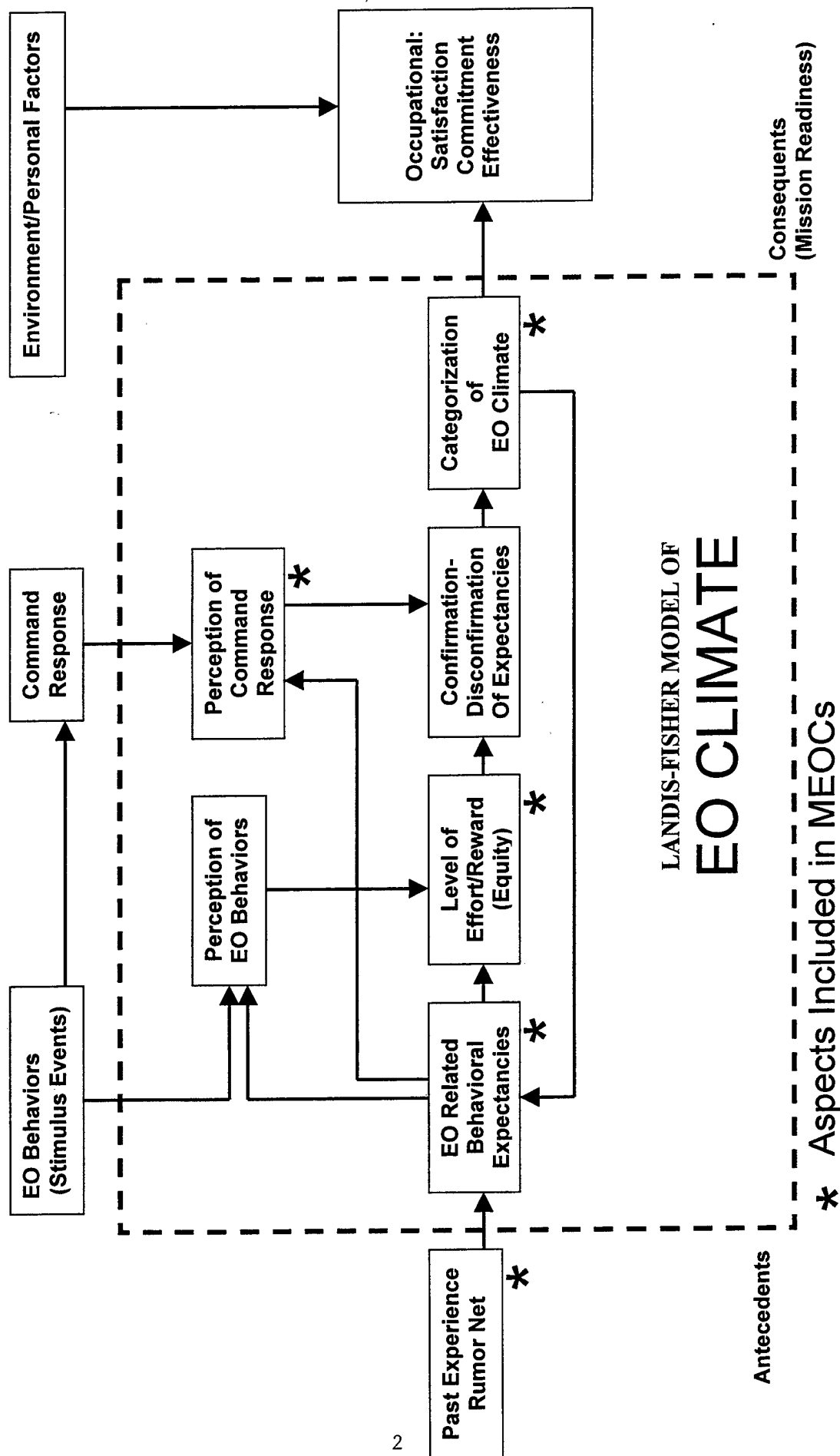
The management of the EO climate entails much more than responding to adverse EO behaviors. Dansby and Landis (1996, 206-7) summarize five elements of the military's approach to promoting EO and managing diversity as follows:

(a) a focus on *behavioral change* and *compliance* with stated policy;
(b) an emphasis on EO and intercultural understanding as *military readiness issues*;
(c) an understanding that *equal opportunity is a commander's responsibility* and that the *DEOMI graduate's function is to advise and assist the commander* in carrying out this responsibility;
(d) a belief that *education and training* can bring about the desired behavioral changes; and
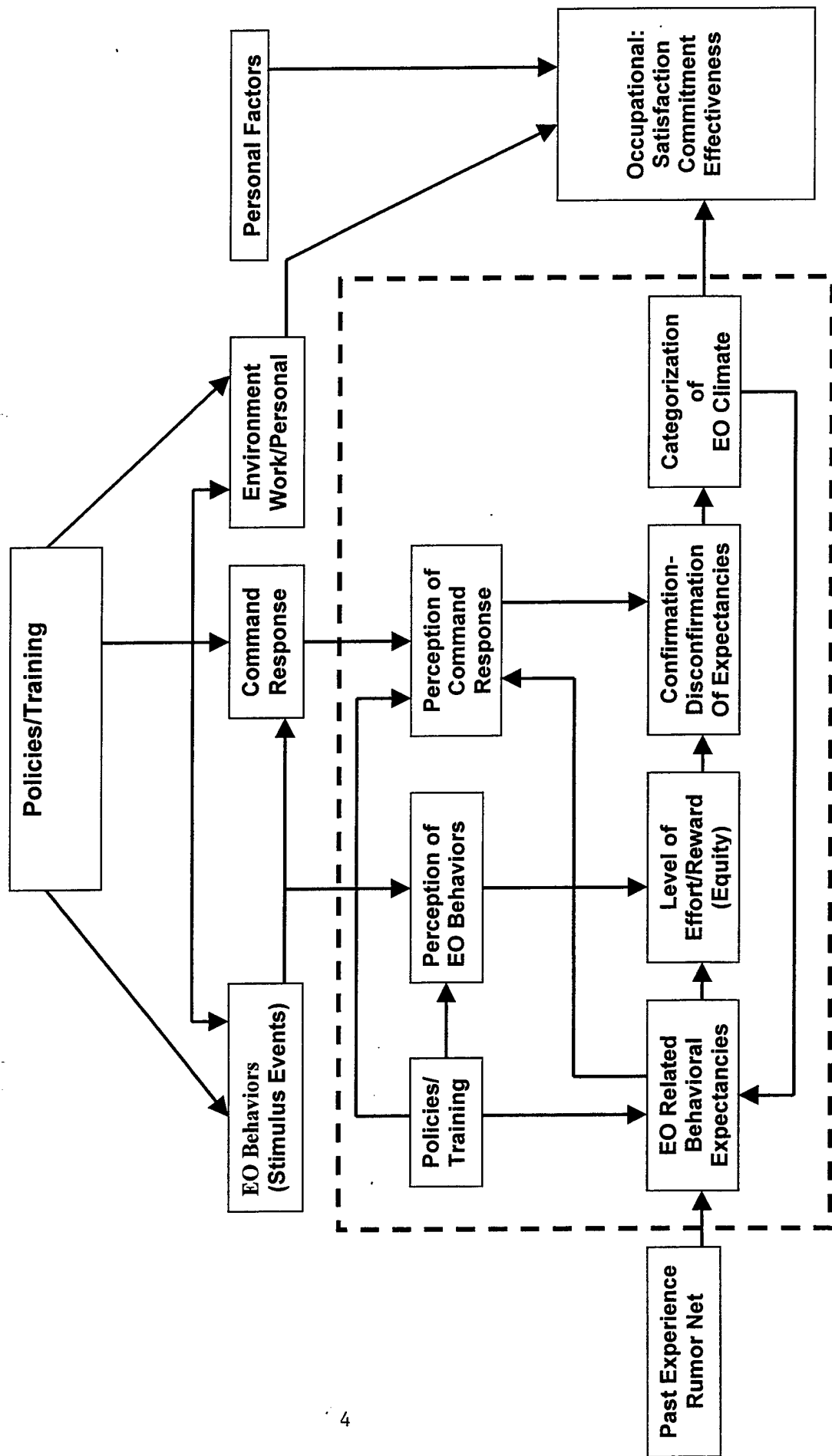(e) reliance on *affirmative action plans* as a method for ensuring equity and diversity.

These elements establish an overarching culture that conditions the various interactions depicted in Figure 2. The role of training is particularly important for reinforcing the values that support a wholesome EO climate.

Many racial incidents are, to a significant extent, manifestations of underlying racial tensions or conflicts. While there has been some limited theoretical examination of how such underlying conflict can adversely affect organizational outcomes and perceptions of the quality of the EO climate, there has been no specific study of the effect of incidents, per se (see Pelled, 1996 for a model of the effect of conflict related to demographic diversity on work group outcomes). In Figure 2, there is no formal specification of the origin or nature of the "stimulus events." And, significantly, the impact of all such incidents is assumed to be moderated by a command response. This hypothesized linkage suggests that the model is designed, primarily, to address incidents occurring as part of a service member's work assignment or other aspects of formal duty responsibilities.

In this analysis, a more general model is employed that focuses attention directly on the effect of training and racial/ethnic incidents on the EO climate. The modified model is depicted below in Figure 3. It allows for the possibility that incidents may not originate in the workplace and that the effect of adverse EO behaviors (racial incidents) on the EO climate may not be processed through official channels. This latter possibility is likely to be greater in cases where an incident is perceived as inappropriate for command intervention, where an individual is concerned with possible retaliation or other negative consequence, or involves family members rather than the service member.

The need to examine the effects of incidents occurring outside an individual's duty assignment is supported by the expanding body of literature exploring the linkage between workplace-related and personal stresses and the effects on job performance in civilian organizations. The examination of the spillover between work life and personal life by Bond, Galinsky, & Swanberg (1997) reveals that job performance is affected by problems that employees have in their personal lives. The authors also insist "spillover

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FIGURE 3

Policies/Training

Personal Factors

Environment Work/Personal

Command Response

EO Behaviors (Stimulus Events)

Occupational: Satisfaction Commitment Effectiveness

Categorization of EO Climate

Perception of Command Response

Confirmation-Disconfirmation Of Expectancies

Perception of EO Behaviors

Level of Effort/Reward (Equity)

Policies/Training

EO Related Behavioral Expectancies

Past Experience Rumor Net

from jobs into workers' personal lives can create or exacerbate problems off the job that, in turn, spill over into work and diminish productivity" (Bond, Galinsky, & Swanberg, 1997; 131). The potential spillovers between work life and personal life are particularly pronounced in the military where specific problems include long and unpredictable duty hours and shift work. In addition, in the military the demarcations between work life and personal life are further eroded when personnel reside in family housing and use facilities at the installation rather than civilian facilities to satisfy critical needs (Segal, 1999).

The spillover model proposed by Bond, Galinsky, & Swanberg, (1997) is depicted below in Figure 4. The model implies that a complex set of interactions must be examined to produce a comprehensive examination of the factors affecting individual and work group performance.

FIGURE 4

Model Explaining Home-to-job Spillover
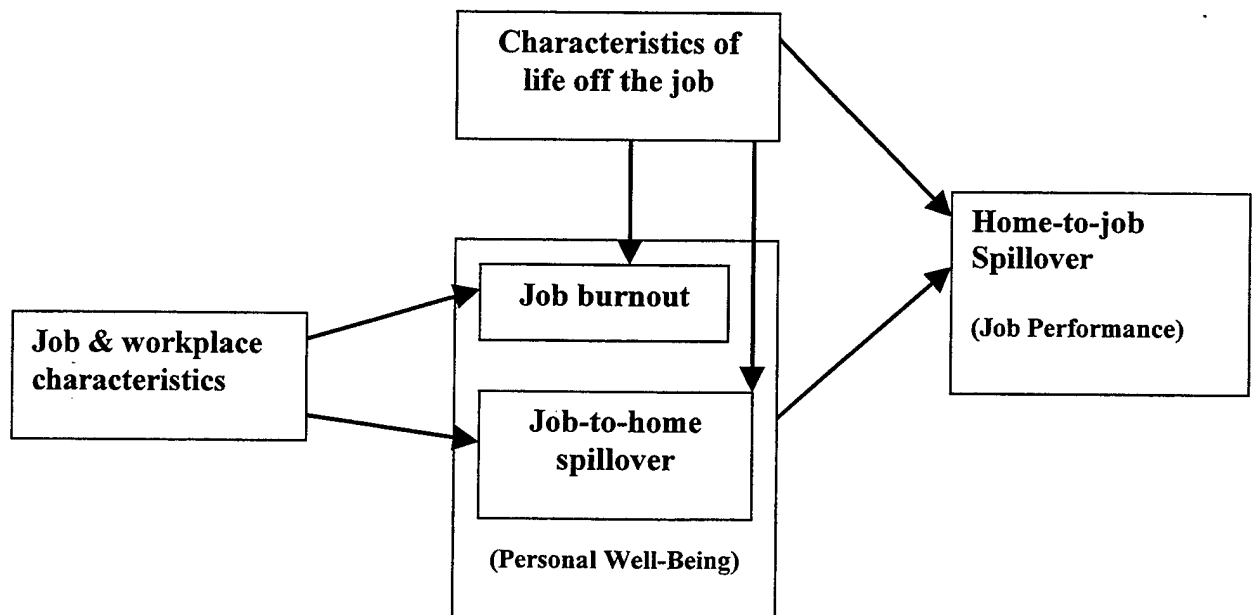
The types of stressors reflected in Figure 4 do not include those related to racial tensions. However, there is a body of research that suggests that race-related stressors can have effects similar to those produced by other stressors. Pierce (1980) suggests "minorities suffer daily and varied forms of disrespect that results in persistent mundane levels of stress that subsequently inures them against the impacts of life-course or exotic level stress"(Spencer, 1990; 126). Applying this hypothesis to the realm of child and adolescent development in a study of the responses of Black children to the Atlanta child murders that occurred between 1979 and 1981, Spencer (1990, 125) finds that "the daily *life experiences* of minorities are more stressful than generally acknowledged"and asserts that low socioeconomic status operates in conjunction with the caste-like status of Blacks to constitute an important source of what she describes as "unchanging or mundane stress." She reports that extreme or acute level of environmental stress had less of an effect on the behavior of subjects than ongoing, mundane, or daily levels *of socioeconomic or caste status*-related stress (Spencer, 1990). In the context of the model of spillovers between personal life and work life discussed previously, the findings of Pierce (1980) and Spencer (1990) there is clearly a need to examine systematically the extent to which racial incidents, occurring either in the workplace or in other venues, influence levels of job-related satisfaction. The application of the spillover construct is depicted below in Figure 5, a modified version of Figure 4.

Some interactions with civilian residents of local communities may reflect differences in institutional cultures in addition to having a racial/ethnic conflict dimension. As noted by Segal (1999, p. 252), "lifestyle constraints imposed on service members and their families by the organization sets them apart from civilian society and impedes the development of strong ties in the civilian community." There is no question that military personnel do experience both job-related and non-related racial incidents. Approximately 67% of respondents experienced a DoD-related incident within the last 12 months, while 65% experienced an incident in the local community, and 23% reported that family members other than themselves had experienced some type of incident (Scarville, et al., 1999; p. 41).

Stewart (2000) examines the extent to which having experienced any type of incident affected various satisfaction measures. Experiencing any incident during the past year had a negative, although relatively small effect on satisfaction levels. These results suggest that mundane stress related to day-to-day tensions may be more significant than exotic or episodic stress resulting from specific incidents, consistent with the findings reported by Pierce (1980) and Spencer (1990).

In this study, the effects of DoD-related incidents, member incidents occurring in the local community, and incidents involving family members are examined separately. The relationship among the measures is depicted below in Figure 6.

FIGURE 5

Model Explaining EO Home-to-job Spillover

```
                    ┌─────────────────────┐
                    │  Characteristics of │
                    │   life off the job  │────────────┐
                    │                     │            │
                    │    (EO Climate)     │            │
                    └──────────┬──────────┘            │
                               │    │                  ▼
          ┌────────────────────│────│────┐   ┌──────────────────┐
          │                    ▼    │    │   │   Home-to-job    │
┌──────────────────┐  ┌──────────┐  │    │   │    Spillover     │
│ Job & workplace  │─▶│Job burnout│ │    │   │                  │
│ characteristics  │  └──────────┘  │    │   │ (Job Performance)│
│                  │  ┌──────────┐  │    │   └──────────────────┘
│  (EO Climate)    │─▶│Job-to-home│◀┘    │        ▲
└──────────────────┘  │ spillover │──────│────────┘
          │           └──────────┘       │
          └───────────────────────────────┘
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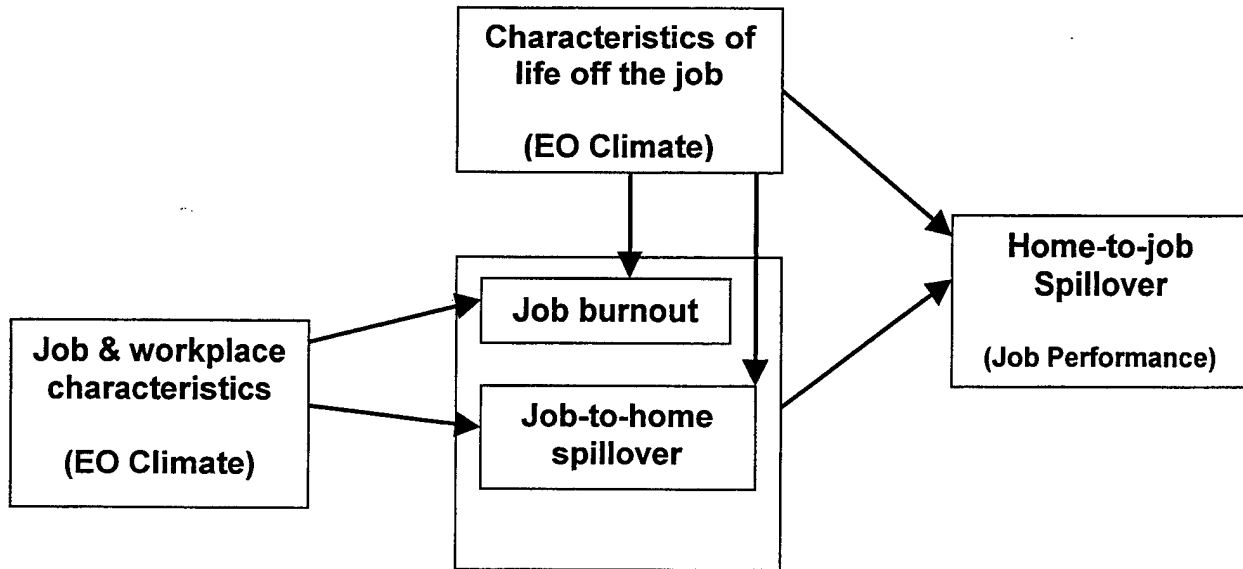
FIGURE 6

DoD and non-DoD Racial Incidents

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                    ┌─────────────────────┐
                    │  Any Incident (76%) │
                    └──────────┬──────────┘
          ┌──────────────────┼──────────────────┐
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ Member Incident  │ │ Member Incident -│ │  Member/Family   │
│   – DoD (67%)    │ │ Community (65%)  │ │  Incident (23%)  │
└──────────────────┘ └──────────────────┘ └──────────────────┘
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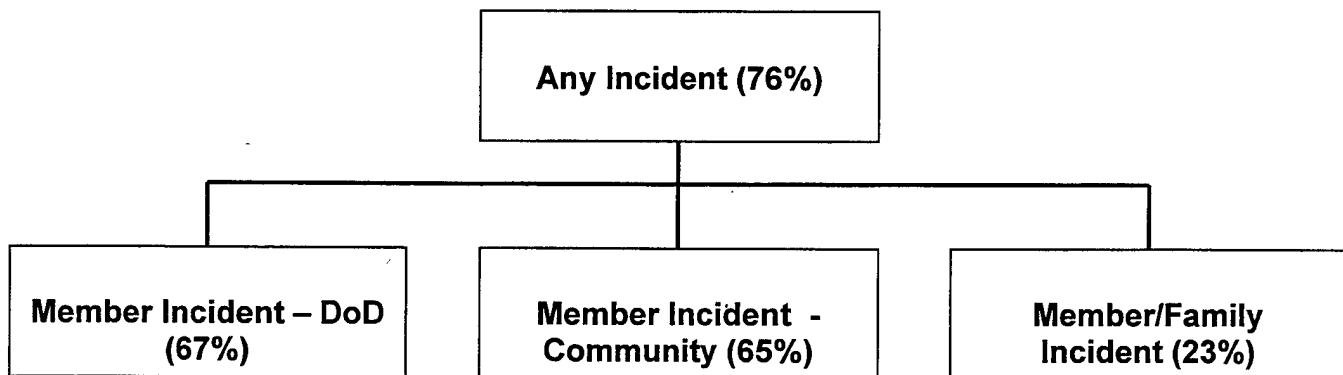
The model used by Stewart (2000) is modified to allow examination of the effects of different incidents on satisfaction measures. The data and the empirical model are described below.

Data and Empirical Model

The data examined in this analysis were generated from the Armed Forces Equal Opportunity Survey, conducted between September 1996 and February 1997, administered by the Defense Manpower Data Center (DMDC). The survey instrument was originally mailed to 76,754 members of the Army, Navy, Marine Corps, Air Force, and Coast Guard, selected by random sampling. The response rate was 53% (Scarville et. al, 1999; p. iii). "The survey was developed for the purpose of providing a better understanding of service members' perceptions and experiences related to fair treatment and equal opportunity" (Scarville et. al, 199; p. iii). Service members were asked about their overall racial/ethnic interactions that had occurred in the 12-month period prior to filling out the survey (Scarville et. al, 1999; p. iii). "The survey also contained items on members' perceptions of official EO actions (e.g. satisfaction with the outcome of the complaint, actions taken in response to the complaint)" (Scarville et. al, 1999).

The responses to selected questions regarding satisfaction with various aspects of job-related and non-job related dimensions of the military constitute the dependent variables in this investigation. In particular, responses to the following items are used to construct dependent variables:

1. "How satisfied are you with . . . your job as a whole?" (JOBSAT)
2. "How satisfied are you with . . . the kind of work you do?" (WORKSAT)
3. "How satisfied are you with . . . your opportunities for promotion?" (SATPROM)
4. "How satisfied are you with . . . the relationship you have with your co-workers?" (SATCOWORK)
5. How much do you agree with the statement "I will get the assignments I need to be competitive for promotions?" (GETASSIGN)
6. How much do you agree with the statement "My Service's evaluation/selection system is effective in promoting its best members?" (PROMBEST)
7. How much do you agree with the statement "If I stay in the Service, I will be promoted as high as my ability and effort warrant?" (ABIL/EFF)
8. How much do you agree with the statement "I am proud to tell others that I am a member of my Service?" (PRIDE)
9. How much do you agree with the statement "Being a member of my Service inspires me to do the best job I can?" (BESTJOB)

The definitions of each dependent variable are provided in the appendix. Each variable, with the exception of PRIDE, focuses specifically on some dimension of the work environment and constitute the operational counterparts to the Satisfaction, Commitment, Effectiveness construct in Figure 3.

The definition of each independent variable is also provided in the appendix. The environment construct in Figure 3 is meant to encompass both the work environment and the personal environment. Three sets of variables are used to capture specific types of influences of the work environment on perceived satisfaction. The first set focuses specifically on support provided to accomplish tasks. SKILLS measures a respondent's perception of the extent to which her/his work makes use of her/his skills. JOBINFO measures the extent to which a respondent perceives that the information necessary to

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do her/his job is provided. UNDERSTAND is a measure of the respondent's perception of extent to which her/his supervisor tells the respondent when the supervisor does not understand what the respondent says. The coefficients of all three of these variables should be positive, i.e. greater comfort with one's skills, information provided about the job, and support from one's supervisor should all increase satisfaction. In the previous study positive signs were obtained for all of the coefficients (Stewart, 2000).

The second set of environmental indicators consists of dummy variables for each service except the Army, which serves as the reference group (NAVY, MARINES, AIRFORCE, CGUARD). These dummy variables are proxies for service-specific cultural protocols and approaches to duty performance. In addition, these variables are indicators of service-specific EO climate characteristics. The results obtained from the MEOCS indicate consistent differences across Services in respondents' perception of both the EO climate and organizational effectiveness. Stewart (2000) finds that members of the Marine Corps generally express the highest levels of satisfaction and that the reference group, Army personnel, generally express the lowest levels of satisfaction.

The third set of work environment indicators focuses on the selected demographic characteristics of respondents' work unit. SUPSMRCE is included to indicate whether the respondent and her/his supervisor belong to the same racial/ethnic group. OWNRACE is an indicator of whether the respondent works in a setting where there are few workers belonging to her/his racial/ethnic group. MINWORKERS is a similar indicator of whether the respondent's work environment is one in which there are few co-workers who belong to racial/ethnic minority groups. The prediction of the signs of the coefficients of these variables is not straightforward. At one level, being a distinct minority in the work setting could well increase the level of discomfort. More generally, there is ongoing disagreement regarding the effects of increasing demographic diversity on organizational effectiveness. Stewart (2000) reports that the most consistent result is that respondents generally report less satisfaction if they work in a setting where racial/ethnic minority group members are uncommon.

The personal environment indicators focus on friendships and perceptions of pressures to socialize with only members of a respondent's own racial/ethnic group.
CLOSEFRIEND is an indicator of whether the respondent reported having a close friend who is a member of another racial group. One effect of having a close friend belonging to another racial/ethnic group may be to reduce unease at working in a multi-racial setting. At the same time, such familiarity might also heighten sensitivity to negative aspects of the work environment emanating from racial tensions. Consequently the sign of the coefficient cannot be predicted a priori. Stewart (2000) finds no consistent pattern for the coefficients. UNEASE is the extent to which the respondent reported being uneasy around persons belonging to different racial/ethnic groups and PRESSURE is the extent to which the respondent reported feeling pressure not to socialize with members of other racial/ethnic groups. The signs of both coefficients should be negative, i.e. the degree of satisfaction with the work environment will be reduced in both cases. The results reported in Stewart (2000) are consistent with this prediction.

The personal factors construct in Figure 3 is designed to include both basic demographic descriptors and attributes correlated with respondents' occupational status. The basic demographic characteristics are race/ethnicity (BLACK, HISP, NATAM, ASIAN [Whites constitute the reference group]), gender (FEMALE), marital status (MARRIED), and having a spouse belonging to another racial/ethnic group (INTERRACE). In the executive summary of the *Armed Forces Equal Opportunity*

Survey it is indicated that "White members, who comprise the majority population in the military, are more positive than minority members about racial/ethnic issues in the military" (Scarvile et al., 1999; p. iv). This statement suggests that the coefficients of BLACK, HISP, NATAM, and ASIAN should be negative. Given the fact that the military remains very much a male culture, it would be reasonable to expect that the sign of FEMALE will also be negative. Stewart (2000) finds, in contrast to these expectations, that the signs of the racial/ethnic dummy variables are generally positive and that there is no consistent pattern among the coefficients of FEMALE. The expected sign of MARRIED is indeterminate primarily because the military has made major attempts to become more "family friendly." Stewart (2000) finds no consistency among the coefficients. The sign of INTERRACE is expected to be negative, given the traditional negative reaction to interracial marriages. This expectation is buttressed by the findings reported by Stewart (2000). The occupational status attributes are educational attainment (SOMECOL, COLDEG [individuals with no college education constitute the reference group]), rank/paygrade (PAYGRAD2, PAYGRAD3, PAYGRAD4 [persons whose rank correspond to paygrade 1 constitute the reference group]), and years of service (YEARS). To the extent that individuals with advanced degrees feel less challenged by the highly structured military culture they will express less satisfaction than less-educated counterparts, with the expectation that the coefficients of SOMECOL and COLDEG will be negative. These expectations are buttressed by the results reported in Stewart (2000). Rank structure reflects success in obtaining promotions and pay increases. Thus, it is reasonable to expect that the coefficients of PAYGRAD2, PAYGRAD3, and PAYGRAD4 will be positive and increase in magnitude with the coefficient of PAYGRAD2 being the smallest. The results reported in Stewart (2000) provide evidence that this prediction is reasonable. Although there are competing dynamics affecting the influence of length of service on satisfaction, the coefficient should be biased toward being positive because the most dissatisfied persons will have already left the military. This expectation is only partially supported by the results reported in Stewart (2000).

An attempt is made to capture two dimensions of the potential effect of training on perceived satisfaction levels – outcomes of previous training received and recent participation in training activities. The first dimension is proxied by self-reported indicators of facility in cross-cultural interaction. COMPETENT is the extent to which the respondent reported feeling competent interacting with persons belonging to different racial groups. KNOWRACISM is the extent to which respondent reported knowing and understanding racist words, symbols, and actions. There are two possible effects associated with these factors. First, greater knowledge should increase the personal comfort level and increase satisfaction. On the other hand, greater knowledge may heighten sensitivity to negative dimensions of the work environment and lead to less satisfaction. The relative strength of these two effects cannot be predicted a priori. The same is true for the various measures of recent training received. The indicators of recent training received are CULTAWTR, an indicator of whether the respondent reported having received cross-cultural awareness training during the last year, and RACETHTR, an indicator of whether the respondent reported having training on race/ethnic topics during the last year. These are the measures of the micro-training experiences of individuals. We are also interested in secondary effects, i.e. interactions among various influences and several interactive variables are included to measure these effects, i.e. COMPAWARE, KNOWAWARE, KNOWRCETHTR, AWARFRND, and RCETHFRND. The signs of the coefficients of the interactive variables cannot be predicted for the same reasons as cited for the inability to predict the direct effects of training. The results reported in Stewart (2000) confirm the difficulty of making concrete predictions. Multi-collinearity problems exacerbate problems of parsing out the various effects (Stewart, 2000).

The EO Behaviors/Stimulus Events construct is operationalized by a set of variables indicating whether a respondent and/or family members have experienced a racial incident within the last 12 months and what type of incident. OFFDOD indicates if a respondent experienced an offensive encounter involving DoD personnel. THDOD specifies if an individual reported experiencing a race-related incident involving threats, vandalism or assault. JOBOFF is an indicator of whether the respondent experienced a racial or ethnic incident related to assignments/career, evaluation, punishment, or training/test scores. MEMCOM indicates if a respondent experienced an incident involving a civilian in the community around a military installation. MEMFAM specifies if respondents and/or their families have experienced various types of incidents. Finally, the signs of all coefficients should be negative. The coefficient of JOBOFF should be larger than any of the others in the analyses of the job satisfaction measures because the negative behaviors are directly related. Similarly, the coefficients of JOBOFF and THDOD should be larger than those of MEMCOM and MEMFAM because they are directly duty related rather than being associated primarily with a respondent's personal life. Bond, Galinsky, & Swanberg (1997) report that life off the job is a much less powerful predictor of home-to-job spillover than factors associated with the job, per se. INCLASTYR is an indicator of whether the respondent identified a particularly bothersome incident that occurred during the 12 preceding months and should have a negative coefficient.

The final component of the model is the Command Response construct. Here the principal concern is respondents' degree of satisfaction with the handling of volatile incidents and perceptions of the quality of day-to-day management of the EO climate. Three variables are included to examine the effect of incident handling on satisfaction. REPMSTBTH is an indicator of whether a respondent who experienced a particularly troublesome incident within the last 12 months reported it to either military or civilian authorities. This variable allows an assessment of differences between the effects of incidents mediated through the command structure and those not involving formal interventions. It is anticipated that the sign of the coefficient will be negative because it is hypothesized that the likelihood of reporting more severe incidents is greater than for less severe incidents. SATPROCESS is an indicator of the degree to which a respondent who experienced a particularly troublesome racial/ethnic incident within the last 12 months and reported it was satisfied with the various processes associated with the investigation. SATOUTCOME is a parallel indicator of the extent to which the respondent was satisfied with the outcome of the process. These variables provide an evaluation of the perceived quality of the command response. Both coefficients should have positive signs. This prediction is only partially supported by the findings in Stewart (2000). In that study SATPROCESS has positive coefficients as expected, but no consistent pattern is found for SATOUTCOME. Perceptions of the day-to-day management of the EO climate is indicated by two variables measuring respondent's perception of whether her/his supervisor is making honest and reasonable efforts to stop racial/ethnic harassment and discrimination. SUPGOODEFF indicates if a respondent indicated that her/his supervisor is making such an effort. SUPEFFDK indicates if a respondent indicated that she/he was not sure if her/his supervisor was making such an effort. In both cases the effect is compared to cases where respondents indicate that their supervisor is not making honest and reasonable efforts to stop racial harassment and discrimination. These variables provide an indication of how supervisors moderate the mundane stress related to potential racial conflict experienced by individuals. The sign of SUPGOODEFF should be positive and the sign of SUPEFFDK is indeterminate. Stewart (2000) obtains results consistent with this prediction.

Weighted multiple regression analysis is used to examine the influences of the various independent variables on each of the dependent variables. The data were pre-weighted by the Defense

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Manpower Data Center (DMDC) to mirror service demographics. The model is structured such that unmarried, White, male, Army members in paygrades E1- E3, with a high school education constitute the reference group. Approximately 1.7% of the sample population simultaneously satisfies all six of these criteria.

Results

The results of the investigation are presented in Table 1. The model components in Figure 3 are used as an organizing rubric for the discussion. As reported in Stewart (2000), the greatest overall explanatory power is exhibited in the analysis of the most global work satisfaction measures – overall job satisfaction (JOBSAT) and satisfaction with type of work (WORKSAT). The respective values of R^2 are .373 and .351 compared to .367 and .348 for their counterparts in Stewart (2000). Similar increases in the value of R^2 occur for the other regressions.

A. Environment

The results are similar to those reported in Stewart (2000). In most cases the beta values for SKILLS and JOBINFO are significantly larger than those of any of the other variables. The beta values for UNDERSTAND are not as large, but are sizable for the job related measures. All coefficients of SKILLS, JOBINFO, and UNDERSTAND have the predicted positive signs.

Differences across Services are also similar to those found in Stewart (2000). Navy personnel are less satisfied than the Army reference group on five of the nine measures. Marine Corps respondents express the highest levels of satisfaction, except in the SATCOWORK regression. Army members (the reference group) express the highest level of satisfaction with co-workers, as indicated by the negative coefficients for each of the Service dummy variables.

Workplace demographics and the comparability of the racial classifications of respondents and supervisors have small effects on expressed levels of satisfaction. In most of the estimations, respondents express less satisfaction if they work in settings where racial/ethnic minorities were uncommon. There is no consistent pattern for the coefficients of OWNRACE and SUPSMRCE and the beta values are small. As in Stewart (2000), the largest effect occurs for OWNRACE (negative) in the SATCOWORK regression.

B. Personal Factors

In contrast to the findings in Stewart (2000), having a close friend who is a member of another racial/ethnic group increases satisfaction in all but two of the estimations. The coefficient is negative only in the JOBSAT regression. All coefficients for UNEASE have negative signs except in the SATPROM and GETASSIGN regressions and all coefficients of PRESSURE are negative, as expected. In most cases the beta values are quite large.

Similar to the results reported in Stewart (2000) Blacks, Hispanics, and Native Americans/Alaskan Natives consistently report higher levels of satisfaction than Whites. Asian American/Pacific Islanders

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exhibit higher levels of satisfaction than Whites on most measures, although the coefficient of ASIAN is negative in the analysis of JOBSAT and WORKSAT. These findings are consistent with the fact that retention rates among racial/ethnic minority groups tend to be higher than for Whites. Overall, differences across racial/ethnic groups are relatively unimportant contributors to overall variation. The results are inconsistent with the summary information contained in the *Armed Forces Equal Opportunity Survey*.

The results for FEMALE are comparable to those reported in Stewart (2000). There is no consistent pattern of differences in satisfaction between males and females. Females are less satisfied with the job and with the type of work they do, but are slightly more inclined to express pride and indicate motivation to do the best job possible. The strongest overall effect occurs in the SATCOWORK regression, where females express greater dissatisfaction than males. Overall, gender exhibits less explanatory power than race/ethnicity.

As found in Stewart (2000), there is also little consistency in the results for the variable MARRIED, although married respondents are slightly more positive than unmarried counterparts on the more global measures, i.e. JOBSAT, WORKSAT, PRIDE, and BESTJOB. Marital status does not account for a major portion of the overall variation. As predicted, respondents in interracial marriages express lower levels of satisfaction, ceteris paribus, on all but one measure. However, the overall proportion of the total variation explained is small.

The effects of having more education are similar to those reported in Stewart (2000). Respondents who had completed some college or had a college degree express lower levels of satisfaction on most measures, with the latter group generally expressing greater dissatisfaction. However, both groups are more likely than high school graduates to express confidence that they would get the assignments necessary to be competitive for promotion and college graduates are more satisfied with their relationships with co-workers than either of the other two groups. Overall, the effects are small, but are relatively more important in the ABIL/EFF, PRIDE, and BESTJOB regressions.

As predicted, individuals in higher paygrades generally express greater satisfaction than the reference group, and generally the degree of satisfaction increased with paygrade. The influence of PAYGRADE is relatively large compared to the other factors. Conversely, the influence of years of service is mixed and the overall explanatory power is generally greater in cases where individuals with more years of service express lower levels of satisfaction.

C. Training Effects

The results for the various training effects variables are similar to those reported in Stewart (2000) although multi-collinearity problems produce some shifts in significance levels for some variables. The results for COMPETENT and KNOWRACISM are mixed and higher perceived levels of cross-cultural competence and knowledge of racist words and symbols are more likely to be associated with lower rather than higher levels of satisfaction. Participation in either cultural awareness training (CULTAWTR) or training addressing racial/ethnic issues (RACETHTR) is also generally associated with lower rather than higher levels of satisfaction.

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In general, cultural awareness training coupled with either higher levels of either perceived cross-cultural competence (COMPAWARE) or knowledge of racist language and symbols (KNOWAWARE) is associated with higher levels of reported satisfaction. The reverse is generally true for racial/ethnic training in combination with either higher levels of either perceived cross-cultural competence (COMPRCETHTR) or knowledge of racist language and symbols (KNOWRCETHTR). The effect of having a close friend in combination with training is mixed for both cultural awareness training (AWARFRND) and race/ethnic training (RCETHFRND). In general, cultural awareness training, both independently and in combination with other influences, has a stronger influence on satisfaction than general training about race/ethnic issues. In both cases, however, the net effects are negative raising questions about the efficacy of existing training designs.

D. EO Behaviors/Stimulus Events

As anticipated, all the coefficients of JOBOFF are negative and are generally larger than those of the other incident measures. The largest effects are in the SATPROM, GETASSIGN, and PROMBEST regressions. Although the effect is not as large, OFFDOD and MEMFAM also have sizable negative coefficients in all regressions. The results for the other incident indicators are more mixed, but in some cases the size of negative coefficients is also quite large. The coefficients of INCLASTYR are smaller than found in Stewart (2000). This suggests that the results in Stewart (2000) reflect, in part, the effects of aggregating incidents with different types of influences on satisfaction.

E. Command Response Effects

As is the case in Stewart (2000), reporting an incident to either military or civilian authorities is associated with lower levels of satisfaction in all regressions. The signs of all coefficients of SATPROCESS are positive, and have reasonably large beta values. This finding suggests that investigative processes are reasonably well structured. However, the results are mixed for SATOUTCOME as reported in Stewart (2000). Thus satisfaction with the outcomes of an investigation does not translate directly into enhanced levels of satisfaction. There appear to be effects associated with experiencing a particularly bothersome incident that are not resolved through the command response, per se. These results provide support for the treatment of the effects of incidents on satisfaction incorporated in Figure 3.

Perceptions of supervisors' day-to-day management of diversity issues have a very important influence on reported satisfaction levels as evidenced by the large size of the beta values of SUPGOODEFF, consistent with the results reported in Stewart (2000). As anticipated, all of the coefficients are positive. In five of the regressions not knowing if a supervisor makes honest and reasonable efforts to stop racial/ethnic harassment is associated with greater satisfaction than in cases where supervisors are perceived as not making such efforts. These findings further underscore the importance of focusing on training supervisors to manage day-to-day race/ethnic relations effectively indicated by the conclusions presented in Stewart (2000).

Discussion and Implications

The information generated by the *Armed Forces Equal Opportunity Survey* (Scarville, et al., 1999) reinforces the importance of the various efforts undertaken by the DoD to foster positive inter-racial and

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inter-ethnic relations. The results of this study indicate that different types of racial incidents have variable negative effects on levels of satisfaction and organizational performance. Incidents that are perceived to affect promotion opportunities and/or obtaining career enhancing assignments have the greatest effect. However, offensive encounters involving DoD personnel and incidents involving family members also have significant adverse effects. There is a need to provide greater encouragement to members to report incidents and to monitor the disposition of complaints. The potentially negative effects of incidents on satisfaction are moderated significantly if individuals are satisfied with the investigative procedures. Consequently, it is important to review existing investigative procedures and trends in the disposition of complaints through post-disposition interviews.

While the management of incidents is important, it is equally important to focus expanded attention on the management of diversity and/or the EO climate on a day-to-day basis. The results of this study underscore the need to examine organizational performance in the military in a broader context than has typically been the case. In particular, spillovers between work activities and personal lives that affect job performance are especially pronounced in the military and some spillovers are associated with tensions originating from discomfort in associating with members of other racial/ethnic groups. Workplace-related and non-workplace related racial tensions continue to constitute a significant problem because the barriers to reducing their effects are difficult to overcome. The findings of this study indicate that unease with dealing with members of other groups and pressure to socialize with members of one's own racial/ethnic group can generate negative outcomes that are difficult to ameliorate through training targeted at all personnel. There may be a need to reexamine existing training designs. In this study, cultural awareness training was found to have a greater influence than general training focusing on race/ethnic topics.

Efforts to diversify the work environment have modest positive effects on overall satisfaction. However, confidence in a supervisor's fairness and commitment to creating a positive EO climate has a larger effect on satisfaction levels. The race or ethnicity of the supervisor does not appear to be a significant factor affecting the potential efficacy of a supervisor in promoting a positive EO climate. DoD should intensify its efforts and target supervisors as the key actors for attainment of the military's Human Goals objectives.

The finding that racial/ethnic minorities express greater levels of satisfaction than Whites when all relevant factors are examined should be disseminated widely to counter the initial media reports about the *Armed Forces Equal Opportunity Survey* that focused on the raw summary data. The results presented here can, in fact, be used to support ongoing efforts to diversify the composition of the Services.

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TABLE 1
Regression Results

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
SKILLS	.359	.001	.375	.462	.001	.452	.131	.001	.117	.071	.001	.094	.126	.001	.130
JOBINFO	.253	.001	.222	.183	.001	.150	.227	.001	.171	.156	.001	.175	.214	.001	.186
UNDERSTAND	.023	.001	.028	.001	.001	.002	.043	.001	.045	.048	.001	.076	.053	.001	.064
NAVY	-.022	.002	-.009	.017	.002	.006	-.043	.003	-.015	-.029	.002	-.015	.231	.003	.092
MARINES	.086	.003	.024	.083	.003	.022	.141	.004	.033	-.007	.003	-.002	.271	.004	.074
AIRFORCE	.019	.002	.008	.041	.002	.016	.115	.003	.040	-.006	.002	-.003	-.137	.003	-.055
CGUARD	.038	.006	.005	.033	.006	.004	-.074	.008	-.009	-.051	.005	-.009	.219	.007	.030
SUPSMRCE	-.018	.002	-.008	.002	.002	.001	*	*	*	-.019	.002	-.011	.013	.002	.006
OWNRACE	.047	.003	.014	.026	.003	.007	-.079	.004	-.020	-.154	.003	-.059	-.006	.003	-.002
MINWORKERS	-.006	.003	-.002	-.027	.003	-.008	-.007	.003	-.002	.018	.002	.007	-.019	.003	-.006
CLOSEFRND	-.031	.004	-.011	.017	.005	.006	.013	.006	.004	.135	.004	.058	.066	.005	.022
UNEASE	-.058	.001	-.041	-.049	.001	-.032	.029	.002	.018	-.060	.001	-.055	.007	.001	.005
PRESSURE	-.016	.002	-.009	-.010	.002	-.005	-.059	.002	-.028	-.055	.001	-.039	-.060	.002	-.033
BLACK	.100	.003	.034	-.009	.003	-.003	.140	.003	.041	-.037	.002	-.017	.073	.003	.024
HISP	.114	.003	.023	.054	.004	.013	.192	.005	.042	.045	.003	.015	.086	.004	.022
NATAM	.088	.005	.014	-.024	.006	-.004	.273	.007	.037	.068	.005	.014	.186	.006	.029
ASIAN	-.076	.009	-.007	-.082	.010	-.007	.198	.012	.015	.126	.008	.014	.158	.010	.014
FEMALE	-.038	.003	-.012	-.044	.003	-.013	.052	.003	.014	-.109	.002	-.043	-.093	.003	-.028
MARRIED	.023	.002	.010	.055	.002	.022	-.050	.003	-.019	.012	.002	.007	-.025	.002	-.011
INTERRACE	-.030	.003	-.008	-.027	.003	-.007	.026	.004	.006	.017	.003	.006	-.028	.003	-.008

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TABLE 1 (cont.)
Regression Results

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
SOMECOL	-.018	.002	-.008	-.031	.002	-.013	-.021	.003	-.008	-.043	.002	-.025	.048	.002	.021
COLDEG	-.069	.004	-.026	-.098	.004	-.034	-.067	.005	-.021	.014	.003	.007	.066	.004	.024
PAYGRAD2	.147	.003	.066	.123	.003	.052	.297	.004	.115	.068	.002	.040	.157	.003	.070
PAYGRAD3	.237	.004	.066	.236	.005	.062	.743	.006	.179	.080	.004	.029	.436	.005	.121
PAYGRAD4	.214	.006	.053	.192	.006	.043	.763	.007	.158	.089	.005	.028	.369	.006	.088
YEARS	.018	.001	.017	.024	.001	.020	-.205	.002	-.162	.022	.001	.026	-.062	.001	-.057
COMPETENT	-.014	.002	-.017	.037	.002	.044	*	*	*	.029	.002	.045	-.035	.002	-.042
KNOWRACISM	-.016	.001	-.017	-.016	.002	-.016	.018	.002	.016	.004	.001	.006	-.026	.002	-.027
CULTAWTR	-.105	.009	-.047	-.115	.009	-.048	-.050	.011	-.019	-.102	.007	-.058	.080	.010	.036
RACETHTR	-.018	.010	-.007	.031	.010	.011	.131	.013	.043	.119	.008	.058	-.050	.011	-.019
COMPAWARE	.013	.002	.036	-.012	.002	-.030	.006	.002	.014	.014	.001	.049	.028	.002	.073
KNOWAWARE	.028	.002	.050	.033	.002	.055	.036	.002	.055	.030	.001	.069	.005	.002	.009
COMPRCETHTR	-.009	.002	-.017	-.014	.002	-.023	*	*	*	-.027	.002	-.061	-.030	.002	-.053
KNOWRCETHTR	-.010	.002	-.016	-.012	.002	-.018	-.036	.003	-.049	-.011	.002	-.023	.028	.002	.044
AWARFRND	.014	.005	.006	.077	.006	.033	-.023	.007	-.009	.011	.005	.006	-.125	.006	-.056
RCETHFRND	.128	.006	.055	.073	.006	.030	*	*	*	.015	.005	.008	.058	.007	.025

TABLE 1 (cont.)
Regression Results

Variable	JOBSAT			WORKSAT			SATPROM			SATCOWORK			GETASSIGN		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
OFFDOD	-.037	.002	-.016	-.040	.002	-.016	-.049	.003	-.018	-.063	.002	-.035	-.074	.003	-.031
THDOD	.019	.003	.005	.106	.004	.026	-.036	.004	-.008	-.112	.003	-.037	-.102	.004	-.026
JOBOFF	-.074	.003	-.022	*	*	*	-.449	.004	-.116	-.103	.003	-.039	-.277	.003	-.082
MEMCOM	-.009	.002	-.004	*	*	*	-.071	.003	-.026	.030	.002	.016	-.022	.002	-.009
MEMFAM	-.068	.003	-.026	-.029	.003	-.010	-.052	.003	-.017	-.025	.002	-.012	-.070	.003	-.026
INCLASTYR	-.051	.004	-.013	.029	.004	.007	-.102	.005	-.022	-.011	.003	-.003	-.032	.004	-.008
REPMSTBTH	-.098	.004	-.025	-.086	.004	-.020	-.027	.005	-.006	-.062	.003	-.020	-.067	.004	-.017
SATPROCESS	.300	.011	.031	.117	.011	.012	.263	.014	.024	.076	.009	.010	.342	.012	.036
SATOUTCOME	-.067	.010	-.007	.062	.011	.007	-.057	.013	-.005	.074	.009	.010	.052	.012	.006
SUPGOODEFF	.192	.003	.079	.084	.003	.032	.256	.004	.091	.261	.003	.138	.194	.003	.079
SUPEFFDK	.047	.003	.016	-.022	.004	-.007	.044	.004	.013	.111	.003	.049	.047	.004	.016
CONSTANT	1.111	.009		1.120	.010		1.525	.012		2.671	.008		1.542	.010	
R^2	.373			.351			.196			.204			.206		
SE	.878			.953			1.160			.773			1.000		
F	13544			12366			5572			5859			5949		

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TABLE 1 (cont.)
Regression Results

Variable	PROMBEST			ABIL/EFF			PRIDE			BESTJOB		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
SKILLS	.054	.001	.054	.074	.001	.069	.105	.001	.127	.129	.001	.147
JOBINFO	.201	.001	.169	.233	.001	.183	.144	.001	.154	.132	.001	.126
UNDERSTAND	.037	.001	.044	.005	.001	.006	.020	.001	.029	.011	.001	.015
NAVY	.183	.003	.070	.134	.003	.048	-.164	.002	-.076	-.208	.002	-.091
MARINES	.209	.004	.055	.098	.004	.024	.336	.003	.108	.237	.003	.071
AIRFORCE	.074	.003	.029	.067	.003	.024	.009	.002	.004	-.073	.002	-.032
CGUARD	.162	.007	.022	.174	.008	.021	-.058	.006	-.009	-.185	.006	-.028
SUPSMRCE	-.015	.002	-.006	.019	.003	.008	.025	.002	.013	*	*	*
OWNRACE	*	*	*	-.029	.004	-.004	-.028	.003	-.010	.041	.003	.013
MINWORKERS	*	*	*	-.079	.003	-.022	.005	.003	.002	-.028	.003	-.010
CLOSEFRND	*	*	*	.013	.006	.004	.182	.004	.070	.211	.005	.077
UNEASE	-.010	.001	-.007	.013	.002	.008	-.056	.001	-.046	-.073	.001	-.057
PRESSURE	-.059	.002	-.032	-.043	.002	-.021	-.056	.001	-.036	-.051	.002	-.031
BLACK	.236	.003	.077	.182	.003	.055	-.095	.003	-.037	.039	.003	.014
HISP	.312	.004	.077	.259	.005	.055	.110	.003	.033	.243	.004	.068
NATAM	.453	.006	.069	.322	.007	.045	.110	.005	.020	.221	.006	.038
ASIAN	.274	.011	.023	.263	.012	.021	*	*	*	.102	.009	.010
FEMALE	.054	.003	.016	.042	.003	.011	.055	.003	.019	.034	.003	.011
MARRIED	-.073	.002	-.030	-.039	.003	-.015	.112	.002	.056	.108	.002	.051
INTERRACE	-.069	.003	-.019	.014	.003	.003	-.059	.003	-.019	-.102	.003	-.032

TABLE 1 (cont.)
Regression Results

Variable	PROMBEST Coeff.	SE	Beta	ABIL/EFF Coeff.	SE	Beta	PRIDE Coeff.	SE	Beta	BESTJOB Coeff.	SE	Beta
SOMECOL	-.063	.003	-.027	-.086	.003	-.034	-.047	.002	-.024	-.061	.002	-.030
COLDEG	-.017	.005	-.006	-.180	.005	-.060	-.153	.004	-.067	-.151	.004	-.062
PAYGRAD2	-.081	.003	-.035	-.068	.004	-.027	.108	.003	.057	.114	.003	.056
PAYGRAD3	.210	.005	.057	.059	.006	.015	.362	.004	.118	.275	.005	.084
PAYGRAD4	.329	.007	.076	.081	.017	.020	.254	.005	.071	.157	.006	.041
YEARS	-.061	.002	-.005	-.154	.002	-.126	.042	.001	.044	.069	.001	.069
COMPETENT	-.106	.003	-.122	-.064	.003	-.069	-.008	.002	-.012	-.020	.002	-.026
KNOWRACISM	-.035	.002	-.036	-.029	.002	-.028	-.003	.001	-.004	.002	.002	.002
CULTAWTR	-.039	.010	-.017	-.101	.011	-.040	-.038	.008	-.020	-.060	.009	-.029
RACETHTR	-.068	.011	-.025	.085	.012	.029	*	*	*	.116	.010	.048
COMPAWARE	.052	.002	.134	.039	.002	.093	.016	.001	.049	.022	.002	.064
KNOWAWARE	-.007	.002	-.012	.017	.002	.027	.028	.002	.058	.021	.002	.040
COMPRCETHTR	-.018	.002	-.031	-.026	.002	-.041	-.006	.002	-.013	-.016	.002	-.032
KNOWRCETHTR	.016	.002	.025	.076	.003	.011	.009	.002	.017	.010	.002	.018
AWARFRND	-.025	.006	-.011	-.052	.007	-.021	-.075	.005	-.039	-.015	.006	-.007
RCETHFRND	.052	.007	.021	.042	.008	.016	*	*	*	-.055	.006	-.026

TABLE 1 (cont.)
Regression Results

Variable	PROMBEST			ABIL/EFF			PRIDE			BESTJOB		
	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta	Coeff.	SE	Beta
OFFDOD	-.118	.003	-.048	-.059	.003	-.022	.006	.002	.003	-.072	.002	-.034
THDOD	-.003	.004	-.008	-.107	.004	-.025	-.094	.003	-.028	.030	.004	.008
JOBOFF	-.318	.004	-.092	-.364	.004	-.097	-.068	.003	-.023	-.020	.003	-.006
MEMCOM	-.082	.003	-.034	-.083	.003	-.032	-.047	.002	-.024	.028	.002	.013
MEMFAM	-.072	.003	-.026	-.091	.003	-.031	-.074	.002	-.033	-.068	.003	-.028
INCLASTYR	-.068	.004	-.016	-.062	.005	-.014	-.017	.004	-.005	.010	.004	.003
REPMSTBTH	-.082	.004	-.020	-.033	.005	-.007	-.115	.004	-.034	-.098	.004	-.027
SATPROCESS	.432	.013	.044	.471	.014	.044	.314	.010	.038	.354	.011	.040
SATOUTCOME	-.078	.012	-.008	-.104	.013	-.010	.038	.010	.005	-.079	.011	-.009
SUPGOODEFF	.272	.004	.108	.232	.004	.085	.148	.003	.071	.174	.003	.078
SUPEFFDK	.093	.004	.031	-.032	.004	-.010	-.053	.003	-.021	-.049	.003	-.018
CONSTANT	1.758	.011		2.369	.012		2.764	.009		2.509	.009	
R²	.161			.139			.192			.171		
SE	1.059			1.155			.861			.926		
F	4387			3697			5424			4722		

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APPENDIX – VARIABLE NAMES AND DEFINITIONS

VARIABLE	DEFINITION
DEPENDENT	
JOBSAT	Overall satisfaction with job (1 – 5)
WORKSAT	Satisfaction with kind of work (1 – 5)
SATPROM	Satisfaction with opportunities for promotion (1 – 5)
SATCOWORK	Satisfaction with relationships with co-workers (1 – 5)
GETASSIGN	Degree of agreement with the statement "I will get the assignments I need to be competitive for promotions" (1 – 5)
PROMBEST	Degree of agreement with the statement "My Service's evaluation/selection system is effective in promoting its best members" (1 – 5)
ABIL/EFF	Degree of agreement with the statement "If I stay in the Service, I will be promoted as high as my ability and effort warrant" (1 – 5)
PRIDE	Degree of agreement with the statement "I am proud to tell others that I am a member of my Service" (1 – 5)
BESTJOB	Degree of agreement with the statement "being a member of my Service inspires me to do the best job I can" (1 – 5)

APPENDIX – VARIABLE NAMES AND DEFINITIONS (cont.)

VARIABLE	DEFINITION
INDEPENDENT	
SKILLS	Respondent's perception of extent to which work makes use of skills (1-5)
JOBINFO	Respondent's perception of extent to which information necessary to do job is provided (1-5)
UNDERSTAND	Perception of extent to which supervisor indicates when she/he does not understand what the respondent says (1-5)
NAVY	Dummy Variable: Value =1 if respondent is in the Navy, 0 otherwise
MARINES	Dummy Variable: Value =1 if respondent is in the Marines, 0 otherwise
AIRFORCE	Dummy Variable: Value =1 if respondent is in the Air Force, 0 otherwise
CGUARD	Dummy Variable: Value =1 if respondent is in the Coast Guard, 0 otherwise
SUPSMRCE	Dummy Variable: Value =1 if respondent and supervisor belong to different racial/ethnic groups, 0 otherwise
OWNRACE	Dummy Variable: Value =1 if respondent reported working in a setting where members of their racial/ethnic group is uncommon, 0 otherwise
MINWORKERS	Dummy Variable: Value =1 if respondent reported working in a setting where members of minority group are uncommon, 0 otherwise
CLOSEFRND	Dummy Variable: Value =1 if respondent reported having a close friend who is a member of another racial group, 0 otherwise
UNEASE	Extent to which respondent reported being uneasy being around persons belonging to different racial/ethnic groups (1 – 5)
PRESSURE	Extent to which respondent reported feeling pressure not to socialize with members of other racial/ethnic groups (1 – 5)
BLACK	Dummy Variable: Value = 1 if respondent is Black; 0 otherwise
HISP	Dummy Variable: Value =1 if respondent is Hispanic, 0 otherwise
NATAM	Dummy Variable: Value =1 if respondent is Native American, 0 otherwise
ASIAN	Dummy Variable: Value =1 if respondent is Asian, 0 otherwise
FEMALE	Dummy Variable: Value =1 if respondent is female, 0 otherwise
MARRIED	Dummy Variable: Value =1 if respondent is married, 0 otherwise
INTERRACE	Dummy Variable: Value =1 if respondent is married and spouse has a different racial classification, 0 otherwise
SOMECOL	Dummy Variable: Value =1 if respondent has some college education, 0 otherwise
COLDEG	Dummy Variable: Value =1 if respondent has a college degree, 0 otherwise
PAYGRAD2	Dummy Variable: Value =1 if respondent's paygrade is E5-E9, 0 otherwise
PAYGRAD3	Dummy Variable: Value =1 if respondent's paygrade is WO1-WO5 or O1-O3, 0 otherwise
PAYGRAD4	Dummy Variable: Value =1 if respondent's paygrade is O4-O6, 0 otherwise
YEARS	Coded value indicating years of service (1 – 4)

APPENDIX – VARIABLE NAMES AND DEFINITIONS (cont.)

VARIABLE	DEFINITION
INDEPENDENT	
COMPETENT	Extent to which respondent reported feeling competent interacting with persons belonging to different racial/ethnic groups (1 – 5)
KNOWRACISM	Extent to which respondent reported knowing and understanding racist words, symbols, and actions
CLOSEFRND	Dummy Variable: Value =1 if respondent reported having a close friend who is a member of another racial/ethnic group, 0 otherwise
CULTAWTR	Dummy Variable: Value =1 if respondent reported having received cross-cultural awareness training during the last year, 0 otherwise
RACETHTR	Dummy Variable: Value =1 if respondent reported having training on race/ethnic topics during the last year, 0 otherwise
COMPAWARE	COMPETENT x CULTAWTR (0 – 5)
KNOWAWARE	KNOWRACISM x CULTAWTR (0 – 5)
COMPRCETHTR	COMPETENT x RACETHTR (0 – 5)
KNOWRCETHTR	KNOWRACISM x RACETHTR (0 – 5)
AWARFRND	CULTAWTR x CLOSEFRND (0 – 1)
RCETHFRND	RACETHTR x CLOSEFRND (0 – 1)
OFFDOD	Dummy Variable: Value =1 if respondent indicated having an offensive racial encounter with DoD personnel during the past year, 0 otherwise
THDOD	Dummy Variable: Value =1 if respondent indicating having a racial incident involving threats, vandalism, or assault involving DoD personnel during the past year, 0 otherwise
JOBOFF	Dummy Variable: Value =1 if respondent reported having a racial incident involving assignments/career, evaluation, punishment, or training/test scores during the past year, 0 otherwise
MEMCOM	Dummy Variable: Value =1 if respondent reported having a racial incident involving civilian personnel in the community during the past year, 0 otherwise
MEMFAM	Dummy Variable: Value =1 if respondent reported having experienced (or their families) a racial incident of various kinds during the past year, 0 otherwise
INCLASTYR	Dummy Variable: Value =1 if respondent provided information about a particularly troublesome racial incident of any kind experienced during the past year (or their families), 0 otherwise
REPMSTBTH	Dummy Variable: Value =1 if INCLASTYR =1 & respondent formally reported the incident through military or civilian channels, 0 otherwise
SATPROCESS	Dummy Variable: Value =1 if REPMSTBTH = 1 & respondent reported being satisfied with the complaint process, 0 otherwise
SATOUTCOME	Dummy Variable: Value =1 if REPMSTBTH = 1 & respondent reported being satisfied with the outcome, 0 otherwise
SUPGOODEFF	Dummy Variable: Value =1 if respondent reported that his/her supervisor makes honest & reasonable efforts to stop racial/ethnic harassment & discrimination, 0 otherwise
SUPEFFDK	Dummy Variable: Value =1 if respondent reported that he/she did not know if his/her supervisor makes honest & reasonable efforts to stop racial/ethnic harassment & discrimination, 0 otherwise